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ABSTRACT

This document supplements the Manitoba Department of Education Physical Education Curriculum Guide (1981). It provides an outline of the philosophy and purpose of interscholastic athletic programs. Guidelines are provided for the organization of interscholastic sports programs and their implementation. Topics covered include: (1) the purpose of interscholastic athletics; (2) benefits of interscholastic programs; (3) the history and structure of the Manitoba High Schools Athletic Association; (4) participants' responsibilities for the interscholastic athletics program; (5) codes of ethics; (6) safety; (7) organization of practice and games; (8) qualities of a good coach; (9) public relations; (10) legal responsibility; and (11) related issues and concerns. Appendices include information on injuries, fund raising, the role of the student manager, and sample letters to parents. A 13-item bibliography is included. (JD)

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GUIDELINES FOR INTERSCHOLASTIC SPORTS

A resource package to supplement the
Physical Education Curriculum
in Manitoba Schools

Manitoba Department of Education

1983

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I. INTRODUCTION

A highly visible and valued aspect of the education system in Manitoba is the interscholastic athletic program. Students, faculty members, parents, and the community-at-large monitor team and individual performances throughout the year. By providing opportunities for many students to develop and utilize their sports talents in organized competition, the interscholastic athletic program provides experiences that can contribute to all phases, social and physical, of the student-athlete's growth and development.

As a supplement to the interscholastic athletic program commentary in the Department of Education Physical Education curriculum guide (1981), this document provides an outline of the philosophy and purpose of interscholastic programs and should promote amongst physical educators, teachers, coaches, and administrators an appreciation of the commitment, organization, and work required to produce a successful program. The following pages also provide guidelines for the organization of interscholastic sports programs and some basic tips on program implementation.

II. PURPOSE OF INTERSCHOLASTIC ATHLETICS

Athletic activities are not only an integral part of the education program: they are an essential part. They contribute to the mental, physical, and social development of the participant. The interscholastic athletic program in particular offers opportunities for the development of self-discipline, sportsmanship, and group participation. In game situations, the athlete must, for example:

a) follow instructions,
b) exhibit patience,
c) show discretion,
d) maintain self-control,
e) put intensity and integrity into the game,
f) develop a positive winning attitude,
g) be able to accept both victory and defeat with grace and understanding,
h) develop respect for teammates and teamwork,
i) learn to work with others as a unit.

What is the purpose, then, of the interscholastic program? Is participation the main objective? Is winning the main objective? Or is sportsmanship the main objective? The answer encompasses all three. You always try to win. You always try to get as many students participating as possible, and you always try to promote sportsmanship and citizenship in each and every contest, be it a team or an individual event.

The American Association for Health, Physical Education, Recreation and Dance (AAHPERD) has issued the following platform statement listing the basic principles for the conduct of the interscholastic program:

> To Utilize Fully the Potential in Athletics for Educational Experiences, Interscholastic and Intercollegiate Athletic Programs Should Be Organized and Conducted in Accordance with These Six Basic Principles:
>
> 1. Interscholastic and Intercollegiate Athletic Programs should be regarded as integral parts of the total part of the education program and should be so conducted that they are worthy of such regard.
>
> 2. Interscholastic and Intercollegiate Athletic Programs should supplement rather than serve as a substitute for basic physical education programs, physical recreation programs and intramural athletic programs.
>
> 3. Interscholastic and Intercollegiate Athletic Programs should be subject to the same administrative control as a total education program.

4. Interscholastic and Intercollegiate Athletic Programs should be conducted by coaches with adequate training in physical education.

5. Interscholastic and Intercollegiate Athletic Programs should be so conducted that the physical welfare and safety of the participants are protected and fostered.

6. Interscholastic and Intercollegiate Athletic Programs should be conducted in accordance with the letter and spirit of the rules and regulations of appropriate conference and provincial associations.[1]

III. BENEFITS OF THE INTERSCHOLASTIC PROGRAM

Perhaps one of the best summaries of the benefits of an interscholastic program was made by Mr. Paul Briggs, Superintendent of Schools in Cleveland, Ohio, when he had this to say about the results of a survey of athletics in secondary schools:

> "Athletics are not only keeping students in school, but are providing them with future education opportunities. I have seen so many success stories come out of the athletic clan that I have become perhaps the strongest advocate of any of the superintendents in the United States on behalf of the effective programs."[2]

In contrast to the views of some people that the high school athletic program is just "fun and games," a distraction from studying, a frill or an extra, those involved with the programs recognize that athletic activities are a vital component in the student's personal development. Many educators have even stated that athletic participation can be and often is one of the most important aspects of the young person's development through high school years. Moreover, the athletic program promotes school pride and community spirit, and gives parents and others the opportunity to enjoy their youngsters' achievements.

Until recently, the broad developmental value of high school athletics was recognized primarily by people in the field of education. Then, in 1977, an independent study by the American College Testing Service made public the central importance of extra-curricular activities in participants' later success and self-realization. Of four factors--high grades on the ACT test, university grades, high school grades, and extra-curricular activities--only the last, extra-curricular activities, served as an accurate predictor of later success. In fact, the other three factors were found to have no correlation to achievement in later life.[3]

In addition, that same year the college entrance examination board studied its scholastic aptitude test to determine how accurately the results could predict achievement in later life. Again, those individuals who were most active in their formative years were most likely to be successful, satisfied adults. This research supports the basic premise that school sports advocates: "Extra-curricular activities are as important as classroom experiences in developing the student's ability to deal with real life."

IV. THE MANITOBA HIGH SCHOOLS ATHLETIC ASSOCIATION (MHSAA)

History

The Manitoba High Schools Athletic Association is a voluntary, non-profit organization comprising 170 senior high schools (grades 9 to 12) in Manitoba. The purpose of the association is to sponsor, organize, and conduct among its member schools a broad program of desirable athletic activities. It is intended that these activities will contribute to the growth and development of participating students and will not interfere with their academic efforts.

The Association was founded in 1962 as a result of a government commission study entitled, "Physical Education and Recreation in Manitoba," done in 1958.

One of the observations of the commission, which was headed by the late Dr. Frank W. Kennedy, was that "there is a definite growing need for a secondary schools athletic association to define policy, standards and participation regulations for all high school competitions in Manitoba." The study went on to recommend, "Such an association should be representative of all parts of the province. Memberships should include teachers, principals and inspectors."[4]

In order to equalize opportunities in team activities, participating schools are categorized according to student enrollment and location as follows:

"AAA" Schools - Metro Winnipeg schools with large student populations
"AA" Schools - Larger rural schools
"A" Schools - Schools with student populations of under 200

Structure

The MHSAA is made up of 17 autonomous zones, divided geographically, with each zone being under the direction of an elected executive. A provincial council governs the organization and is made up of two represenatives from each zone, one of whom must be a school administrator (principal, vice-principal). The Board of Directors is elected by the membership and consists of president, vice-president-at-large, two rural vice-presidents, two urban vice-presidents, a treasurer, an urban administrative representative, a rural administrative representative and the past president. The executive director of the association is the only full-time paid employee.

Affiliations

The Manitoba High Schools Athletic Association is a member of the Canadian Schools Sports Federation, an associate member of the Manitoba Sports Federation, and is also affiliated with the National Federation of State High Schools Association (U.S.A.). Liaison is maintained with provincial sport governing bodies, particularly those in which the association sponsors provincial competitions, and with the Department of Education and the Department of Fitness, Recreation and Sport.

Aims and Objectives

The MHSAA has the following aims and objectives:

1. To encourage participation of students in senior high school activities for interschool and provincial programs.

2. To consider the welfare of the participants as the primary criteria upon which all policies of the association are based.

3. To plan, supervise, and administer the inter-zone and provincial activities of the members of the association.

4. To maintain a high level of sportsmanship in all activities.

5. To provide an outlet for skills learned and the applications gained through competition.

6. To sponsor activities which promote the objectives of senior high school education.[5]

Activities

The Manitoba High Schools Athletic Association, through its member schools and student athletes, undertakes the following activities:

1. Provides sponsorship of a diversified program of activities that are intended to appeal to and encourage the participation of high school students;

2. Strives to provide equal opportunities for fair competition through a school classification system and by maintaining eligibility rules;

3. Provides equal opportunities for boys and girls to participate;

4. Provides each member school with a) newsletters, b) clinics, c) consultant services, d) activity calendar, e) rulebook service,

f) membership directory, g) standardized awards, h) sports participation surveys, i) public relations, j) provincial championships, k) zone coordination.

The association sanctions and registers all tournaments and out-of-province travel, according to the rules contained in the by-laws, which are distributed to physical educators and administrators. The administrator must ensure that all school coaches are aware of the eligibility and activity rules that govern competition. The MHSAA also publishes a newsletter, The Pacer, five times yearly, which contains information on provincial championships, clinics, and other areas of concern to coaches.

Funding is provided through membership fees paid by the schools and through grants from the Department of Fitness, Recreation and Sport. Additional funding comes from the Manitoba Sports Federation which acts as a partner in dispersing lottery revenue from the Western Lottery Manitoba Distribution Inc. Other funding is derived from gate receipts as well as province-wide fund raising activities including bingos, tag days, etc.

V. RESPONSIBILITIES FOR THE INTERSCHOLASTIC ATHLETICS PROGRAM

Administrative Concerns

To ensure the smooth operation of the interscholastic athletics program, administrators should address the following concerns:

1. The provision of suitable leadership through the procurement of coaches a) from within the school staff; b) from within the community. Contact sources can include former students, parents, university athletic departments, or the Manitoba sports governing body

2. The recognition of the extra work for the teacher that coaching involves and, where possible, to consider providing some form of compensation. Some methods of compensation utilized in Manitoba are:

   a) reducing or omitting in-school supervision,
   b) increasing prep time,
   c) honoraria
   d) reimbursements for coaches' travel costs,
   e) banquets and other forms of public recognition;

3. The instruction of the coach as to the school's philosophy, scheduling procedures, proper decorum, eligibility requirements, transportation policy, and liability concerns;

4. The provision of a schedule for supervision of all athletic activities that distributes the responsibility among all staff members;

5. The recognition of the financial implications of such a program;

6. The periodic evaluation of the program's operation. This evaluation may be delegated to the Physical Education Department head or the athletic director;

7. The periodic evaluation of the objectives of the interscholastic sports program;

8. The maintenance of lines of communication with all coaches;

9. The indication of an interest in the program, for instance, by attending some games throughout the year.

Coach's Responsibilities

Coaching requires a great deal of teaching. However, once having volunteered for a coaching position, the school coach assumes a somewhat different relationship with students than is usual in a teacher-student situation. Spending many hours together in practices, games, or tournaments, all outside the classroom, can create a far more informal atmosphere and a closer interpersonal relationship between players and coach.

For this reason, a coach can be very influential in the school community. Among the coach's specific areas of responsibility are the following:

1. To inform students of the school's philosophy in interscholastic activities;

2. To inform students of the structure of the interscholastic program in their zone as well as the provincial format;

3. To be aware of all zone business such as eligibility sheets, fees, league play and play-off dates and times, reporting of game results, awards, and protest procedures;

4. To recognize that although a coach attempts to develop a high skill level, students as individuals have their own level of skill acquisition;

5. To emphasize that concepts of team play, self-discipline, humility, self-confidence, decision-making, and hard work are equally as important as achieving high skill levels;

6. To emphasize that interscholastic sports involvement means representing the school community;

7. To promote ideals of sportsmanship and fair play;

8. To ensure that all students are physically fit enough to participate with no fear of danger to their health;

9. To ensure a safe environment;

10. To be knowledgeable in the sport;

11. To be an educational leader as well as a coach by stressing the students' other responsibilities to school and home matters;

12. To maintain frequent communication with the school administration and the Physical Education Department;

13. To communicate with the student's parents so that they are aware of their son's or daughter's involvement in and responsibilities to the interschool program;

14. To ensure that students are aware of their responsibilities as a player and member of a school;

15. To strive for good public relations with the staff and community;

16. To maintain a professional relationship with the officials;

17. To encourage students to purchase school insurance;

18. To be knowledgeable of basic first aid treatment;

19. To supervise students from the time they enter school for their activity until they leave the school at the conclusion of that activity.

Student's Responsibilities

As a member of the school team, a student assumes the following responsibilities in addition to simply "playing well":

1. To realize that it is a privilege and not an automatic right to be a member of a school team;

2. To achieve the highest personal skill level possible;

3. To learn to win with humility and to lose with dignity;

4. To abide by all codes of ethics and sportsmanship as determined by the school, coach, and zone conferences;

5. To respect the integrity and judgment of sports officials;

6. To maintain academic and home responsibilities;

7. To remember that conduct displayed during an interscholastic activity is a reflection on the coach, team, school, and community;

8. To reach the goals set by the coach and team.

VI. CODE OF ETHICS

Ethical behaviour has always been a concern of administration, coaches, and educators. Indeed, most educators and coaches regard ethics and sportsmanship as being synonymous. For the purpose of this section, 'ethics' will be defined as:

> "The discipline dealing with what is good and bad and with moral duty and obligation."

The following are further guidelines or suggestions for the school, coach, and student which will help to develop ethical and sportsmanlike behaviour.

School

1. Encourage positive school spirit when publicizing up-coming games or tournaments by focusing on the positive qualities of your own teams rather than the negative qualities of the opposition.

   Positive - "Come out this Friday and cheer your team on to victory!"
   Negative - "Come out this Friday and watch our team destroy their opposition!"

2. The use of unnatural distraction noises (e.g., blowing air horns, banging garbage can lids, etc.) during crucial points in the game places undue pressures on athletes and should be eliminated from the gymnasium or the playing field.

3. Encourage spectators to cheer and applaud good play rather than "boo" a player or official.

4. Show cordial courtesy to visiting teams and officials.

5. Encourage respect for the integrity and judgment of sports officials.

6. Make individuals aware that the purpose of athletics is to promote the physical, moral, mental, social, and emotional well-being of each player.

7. Promote a clear understanding that an athletic contest is only a game--not a matter of life or death.

Coach

The coach of a team provides a model for the team and spectators during a game. A coach who yells at players and questions the referee's decisions will begin to elicit similar responses in the fans. It therefore

becomes of paramount importance not only to instruct players in appropriate behaviour but also to set the example by which players and spectators may emulate a sound ethical philosophy. Some suggestions are as follows:

1. Clearly state your expectations and your attitude to unsportsmanlike or unethical conduct by your players.

2. Encourage and reward fair play and respect--and discourage or penalize cheating and any other unethical behaviour.

3. Inspire your players to love the game and to develop a desire to win.

4. Stress that losing fairly has more value in the long run than winning unfairly or at any cost.

5. Be a leader of the school by showing your respect for the decision of the officials. The officials call the game as they see it--not as others see it.

6. Know and understand the rules of the game and play by them. Don't look for loopholes or ways to bend them, thereby distorting their true meaning.

7. Seek support from staff and administration in carrying out all efforts and activities related to the development of ethical and sportsmanlike behaviour.

Players

1. Never forget that as a player you represent your school.

2. Play for the love of the game and strive to do your best.

3. Learn to be humble in victory and to lose without excuses, knowing you did your best.

4. Respect game officials and accept their decisions without question.

5. Be strong enough to realize that no game is worth winning in an unethical manner.

6. Remember that cheating can never be justified by the fact that the other team is cheating as well.

7. Observe the unwritten rules as dictated by the spirit of the game.

8. Show concern in the event of an injury.

9. Remember that there are no degrees of honesty: You can't be just a little dishonest or a little unethical.

VII. SAFETY

Facilities and equipment should be inspected on a regular basis to ensure the safety of athletes. However, situations may arise during a practice or game which may affect the safety of the athletes. These situations must be brought to the attention of the physical education staff or the principals, preferably in writing, and a copy of all such notices should be retained.

The following are items which the coach should check for safety as it pertains to particular sports.

Badminton

1. Check posts for jagged edges which may cut.
2. Check the racquets for cracked handles and heads.
3. Ensure that all equipment is cleared well away from the courts.
4. Cover any protruding objects with mats if they cannot be moved.

Basketball

1. Check for overinflated balls.
2. Note any balls with bulges and ensure that they are not used.
3. Keep nets in good repair.
4. Cover walls behind baskets with padding.
5. Clear all objects well away from the end line.

Fastball

1. Check wooden bats for cracks.
2. Check batters' helmets for cracks.
3. Check catchers' padding for missing straps and proper fit.
4. Check diamond and fields for potholes and broken glass.
5. Check cleats (no metal cleats should be worn).

Field Hockey

1. Check shin guards and goalie equipment for missing straps.
2. Check all sticks for cracks.
3. Check playing fields for danger spots (e.g., potholes, broken glass, etc.).

Football

1. Check all equipment for missing straps, cracks, tears, holes, etc.
2. Encourage the use of mouth guards.
3. Check the playing field for possible danger spots (e.g., holes in ground, broken glass, etc.).
4. Cover the posts with padding.
5. Ensure that all equipment fits properly.

Gymnastics

1. Ensure that all equipment is surrounded with adequate mats and padding.
2. Check all equipment before use to ensure proper set-up.
3. Check wooden apparatus for splinters and cracks.
4. Ensure that all exercise areas are far enough away from each other.
5. Provide chalk whenever required.
6. Encourage the use of palm guards.
7. Ensure that adequate progressions, instruction, and spotting is provided for every event.

Soccer

1. Check for proper inflation of balls.
2. Require that proper cleats be worn.
3. Check field for potholes, broken glass, etc.

Track and Field

1. Ensure that proper spikes are worn for the given track.
2. Check hurdles for cracks and proper set-up.
3. Make sure that throwing areas are clear of spectators.
4. Provide proper pits for jumping (form pits or adequate sand).
5. Check all run-ways for potholes, soft sand, broken glass, and obstructions.
6. Check all implements for breaks, cracks, loose screws, etc.

Volleyball

1. Check balls for overinflation.
2. Pad the standards.
3. Check cable for fraying of rope or steel.
4. If support cables are attached to floor, have them padded.
5. Clear all obstruction from the playing area.

Foresight is the key to safety. - Always check your playing field and equipment for possible safety hazards. Little problems solved can prevent serious accidents; little problems left can result in major disasters!

VIII. ORGANIZATION OF PRACTICE TIMES AND GAMES

Although every coach tries to have a good system of planning for practices and games, sometimes a lack of organization can impede the goals that were set. Good planning and proper execution can be the key to success. Things to consider are as follows:

1. Set realistic goals in advance.

2. Consider the needs and strengths of individuals and the team before making plans.

3. Keep a log book of all practice sessions for review purposes.

4. Cooperate and compromise with all other coaches in designing the practice sessions. As an example, if two-hour practices will not fit into the school day, then practices should perhaps be shortened to an hour and a half.

5. Consider the personal schedules of the students where necessary to ensure setting a practice schedule that all students are able to make.

6. Check the total school schedule with the administration before establishing practice dates.

7. Keep practice times flexible enough to make changes when necessary.

8. Be leary of requiring excess practices and games. An eager coach or team may actually hinder progress if there is little time for rest between activities. A "day of rest" occasionally can be a good coaching move.

9. Where a sports convenor for a zone is to organize the game schedule, be sure to check with each competing school as to available dates. The convenor must also consider provincial tournament dates in making the schedule if the sport is to conclude at the provincial level.

10. Specific to practices:
    a) have definite objectives in mind for each practice;
    b) start and end each practice on time;
    c) start and end each drill on time;
    d) keep drills interesting and varied but in direct relationship to the various aspects of the game or sport;
    e) include the competition aspect in practices;
    f) stress fundamentals in each practice;
    g) occasionally set plans aside and allow students to work individually;

h) incorporate sound methods of teaching by utilizing verbal explanations and demonstrations in proper proportions, and remember that some students learn better by doing rather than seeing or hearing;
i) be sensitive to the individuality of the students with whom you are working;
j) criticize and correct, but always encourage and recognize progress;
k) where possible, utilize managers and/or assistant coaches to assist with the running of the practice.

IX. QUALITIES OF A GOOD COACH

Literature and experience indicates that there is no single best or right way to coach. Each coach's philosophy of teaching, personality, and circumstances will determine his or her methods of coaching. In general, however, a good coach should have the following characteristics:

1. The ability to teach;
2. Reasoning ability and a clearly thought-out reason for each coaching strategy;
3. The ability to identify realistic long- and short-term goals both for the individual and for the team;
4. An understanding of why individual students play, what motivates them, and the recognition that they are interested and involved in other things;
5. Common sense;
6. The ability to recognize talent and to utilize this talent in the best possible way;
7. An interest in individual as well as team development;
8. The ability to motivate and challenge;
9. A thorough knowledge of the sport and an interest in professional development;
10. The desire to succeed in achieving the established goals;
11. A willingness to work hard in order to do the best job possible;
12. The ability to discipline firmly, fairly, and consistently;
13. A desire to achieve beyond a mediocre level;
14. The ability to know what factors contribute to the differences between winning and losing.
15. The ability to develop pride among the players;
16. Enthusiasm;
17. The desire to earn the respect of fellow coaches, staff, students, parents, and the community;

18. A belief in the concepts of fair play and sportsmanship;

19. An understanding that the official's job is to ensure that a game is played fairly, safely, and within the rules;

20. An interest in developing good public relations.

X. PUBLIC RELATIONS

Public relations is a significant factor in the success of any program or organization. For this reason, the teacher-coach must use good public relations strategies in fostering a positive image of and positive attitude towards the program among students, staff, administration, parents, alumni, the community-at-large, and the media.

Coach and the Media

It is up to the coach to help promote the athletic program through the media, including television, radio, and community newspapers. This would include pre-play information in media releases outlining the selection of the team, playing schedules, etc., as well as post-game reporting (usually by telephone) of the results after every contest. By keeping the media informed in this manner, and by providing additional information, statistics, and player information, the coach or a designated person (manager) can do much in ensuring good public relations for the team and the school.

Coach and the School Division

The coach should send a copy of schedules and program information to the school superintendent and members of the school board. He or she should also make the school division aware of the athletic program in general, as well as of all subsequent developments and of any problems which may arise. Division personnel and trustees should be invited to come out to tournaments, championship games, etc., and be asked to present awards or participate in opening ceremonies. In this manner, the important contributions of these authorities will be recognized and they, in turn, will become more aware of the value of your program.

Coach and the Administrator

Because the administrator is the ultimate authority for all programs in a school, it is important to keep the principal or vice-principal informed of practices, games, tournaments, etc., and to provide information on all travel arrangements, hotels, and contact phone numbers. In addition, the coach should monitor the student-player's academic performance, and should inform the administrator if problems occur.

Coach and the Student Body

The coach or designate should inform the student body of the progress and success of the team. This could involve announcements on the public address system, pep rallies, and school newspaper. Get the student council behind your program--it can assist you.

Coach and the Teaching Staff

The coach should encourage other staff members to contribute to the success of the athletic program. They should be asked to promote the program to the students in their classes, and to cooperate in team projects by assisting in supervision and other facets of the program. For example, the vocational education staff (and students) may help by building scoreboards and other needed facilities. It is very important to work with other teaching staff in monitoring the athletes' academic work as well. When a person makes a team, the teachers involved should receive a note from the coach informing them that their student is a member of an athletic team and that the coach would appreciate any comments in regard to the student's academic performance throughout the year. By maintaining close communication with other staff members in these ways, they will respect the program that much more, and will become more interested in its success.

Coach and the Custodial Staff

The custodial staff is important to the maintenance of school facilities and equipment for athletic activities. The coach should recognize these contributions to the athletic program by providing the custodians with a schedule of up-coming games, and by sending them a letter of thanks at the end of the season. Also, it would be a positive public relations gesture to provide custodians and other school staff with complimentary tickets to the team's games.

XI. LIABILITY

Lawsuits resulting from injuries incurred during interscholastic athletic competition are rare. A basic understanding of the principle of liability will, however, ensure the coach's protection from legal proceedings. What follows is useful information on negligence and liability. It does not, however, represent a legal opinion in these areas. Legal counsel should be contacted for answers to specific questions. Additional information can also be found in Appendix E of the K-12 Physical Education guide.

Negligence

Simply stated, principals, supervisors, coaches, and other teachers are liable for injuries resulting from their negligence, and are not liable, regardless of the kind of injury, if they are not negligent. Negligence is conduct that falls short of normally required care. Voltmer states that negligence is the failure to act as a responsibly prudent person would under the given circumstances. In this context, a prudent person is one who may foresee the possibility of an accident.[6] Roaf states that a liability suit based on negligence may succeed if a) a duty of care exists; b) there has been a breach of that duty; and, c) injury or damage has resulted from that breach.

A coach who fails to avoid a potentially dangerous situation through carelessness, ignorance, forgetfulness, or poor judgement may be found negligent if injuries result during the act of those situations.[7] A waiver form from parents does not provide immunity to liability. It merely ensures that parents have knowledge of and have given permission to the athlete to attend an event.

A coach may be held liable as a result of some of the following practices:[8]

1. giving pills for headaches (e.g., aspirin);
2. strapping or taping without (medical) assessment for possible fractures;
3. permitting return to play of a player with a head injury;
4. playing injured players not medically certified;
5. attempting to revive an unconscious player;
6. providing inadequate or defective equipment;
7. failing to provide reasonable supervision (coach leaves a team alone during a scrimmage);
8. requiring excessive conditioning (e.g., disallowing water or rest breaks during an outdoor practice in extreme heat);
9. providing unsuitable activities for certain students (e.g., allowing a student with a known heart condition to play a full basketball game).

Guidelines for Avoiding Damage Suits

The following guidelines for avoiding damage suits should be carefully reviewed by the coach:

1. All athletes should have accident insurance, and the coach should have personal liability.

2. Selected activities, drills, or the manner of coaching should not make unreasonable demands on the capacities of the student.

3. Injured students should not be allowed to continue until the extent of the injury has been determined medically.

4. The environment should be examined and its safety ensured.

5. Any hazards should be removed. If the coach cannot correct the hazard, he or she should notify the principal in writing and keep a carbon copy of the notification.

6. All equipment, apparatus, and facilities should be checked periodically.

7. Rules and regulations for the use of apparatus should be posted.

8. If there is no supervisor of an activity, the equipment and facilities should be made inaccessible.

9. Equipment should be locked away when not in use.

10. In the case of an emergency, the coach should send for help; he or she should never leave a group unsupervised.

11. First aid should be given and serious injuries referred to a physician.

12. Complete detailed accident reports with stories from eye-witnesses should be filled out immediately following the accident.

13. All of the necessary precautions should be taken to provide safe transportation.

14. Most legal problems can be avoided if the coach closely supervises the team and ensures that players understand and follow all instructions. As the risk in activity increases, so must the degree of instruction.

XII. RELATED ISSUES AND CONCERNS

There are a number of issues that the coach may be called upon to deal with as a result of his or her involvement with students in the interscholastic athletic program. Often the coach takes on the role of guidance counsellor and becomes a source of comfort for student athletes who would rather confide their problems to him or her than to anyone else. The coach must be able to maintain the athlete's respect and at the same time be able to deal with features of this special relationship. The coach should always consider what the student says and, when necessary, should discuss the problem with the school administrator.

Areas of concern that can arise include, among others, drug use, pregnancy, academic performance, religion, parental pressures, boy-friend/girlfriend problems, injuries, ethics among athletes and coaches, misconduct and discipline. The coach must use the utmost discretion in discussing these issues with the athlete.

XIII. APPENDICES

Appendix A: Athletic Injuries

Minor injuries are a constant source of aggravation for both coach and player. These minor injuries can, if improperly treated, lead to major problems. The loss of time, team service, and performances may be a direct result of the improper treatment prescribed. The following represents actions that may be taken after a variety of injuries. The coach is obliged to administer basic first aid following any injury and may consult St. John Ambulance for those procedures. If the injury requires further care the following procedures outlined by Daniel Arnheim may assist the coach.[10]

1. Sprains

   a) Apply cold (maximum 10 minutes interspersed with 10 minutes without cold) to hold swelling in check by constricting blood vessels.
   b) Apply pressure with a tensor in order to minimize swelling by closing or restricting blood flow to the injured area.
   c) Elevate the injured part to further minimize blood flow to the area.

2. Breaks

   a) Follow the steps for sprains (above).
   b) Splint the broken area if possible.
   c) Immediately transport athlete to a hospital to have the broken bones set.

3. Cuts and Lacerations

   a) Stop the bleeding by applying direct pressure.
   b) Sterilize area with alcohol or other antiseptic.
   c) Paint tape adherent around the wound.
   d) Apply a butterfly bandage stitch across the wound, pulling upward against gravity to ensure maximum closure.
   e) Place a gauze bandage over the butterfly bandage stitches to give added protection.
   f) Refer athlete to a hospital for stitches if the cut is more than 1.5 cm in length.

4. Contusions or Bruises

These are caused by a traumatic blow, e.g., as in a black eye or a charley horse. It is vital to keep internal bleeding to a minimum.

a) Immediately apply a pressure bandage and ice pack to the injured area.
b) Elevate the body part affected if possible.
c) Stretch the affected muscle immediately to prevent spasm whenever possible.

5. Neck Injury

Any injury to the neck area must be treated with extreme caution.

a) Do not attempt to move the athlete--leave him/her in the position in which found.
b) If athlete is conscious, instruct him/her not to attempt to turn his/her head.
c) If athlete is unconscious, leave him/her alone and call an ambulance immediately.
d) Clear the area of all people to avoid any accidental contact.
e) Stay with the athlete until aid arrives.

6. Unconscious Athlete

a) Never move an unconscious player, and never attempt to make an unconscious player more comfortable.
b) Even the slightest movement may cause serious permanent damage to the athlete.

Training Supplies and Use

1. Aerosol soap - to clean dirt or blood from abrased areas
2. Alcohol - to clean wounds
3. Ankle wraps (244 cm) - to provide protection for athletes with weak ankles
4. Butterfly bandages - to close cuts
5. Cotton - to clean or to cover lubricants to avoid staining
6. Cotton-tipped applicators - to remove debris from eye or from wound
7. Cold spray - to provide immediate cold application
8. Elastic bandages - to apply pressure, hold bandages or cold packs in place
9. Felt - to apply aid and give support

10. Gauze pads - to cover open wounds or abrasions
11. Hydrogen peroxide - to dislodge particles from wounds (effervescence)
12. Heat balm - to stimulate blood flow in the area of application
13. Ice bag - to provide instant cold
14. Petroleum jelly - to relieve clothing irritation, lubricate blister area before taping
15. Pro wrap - to protect shins and hair when taping
16. Safety pins - to hold bandages in place
17. Scissors - to cut tape, bandages, felt, etc.
18. Skin toughener (tannic acid) - to prepare skin for taping when athlete has been perspiring
19. Splints (inflatable) - to immobilize joints or limbs following a break or severe sprain
20. Sponge rubber - to provide extra padding
21. Tape - to strap joints, hold bandages in place
22. Tongue depressor - to act as finger splints, jelly applicators

Appendix B: Fund Raising

Most coaches and teams are eventually going to need extra money for trips, jackets, uniforms, sweatsuits, or a host of other expenses. This extra money is usually generated from some type of fund raising venture. One problem to overcome is in choosing the type of fund-raising venture. The following list provides some suggestions:

1. Athons (Runathon, Bikeathon, Danceathon, etc.)
2. Feature movies
3. Fruit sales (oranges and grapefruits)
4. Spice sales (contact a local supplier)
5. Cake raffle (one cake per month)
6. 50-50 draw (50% to winner, 50% to team)
7. Bingo night
8. Garage sale
9. Auction (donations from local merchants)
10. Dance
11. Alumni night or another feature team
12. Tag-day
13. Bottle drive
14. Coupon book (local merchants honour a coupon, e.g., two items for the price of one)
15. Local service club (Rotary, Kinsmen, Lions, etc.)
16. Carnivals

Appendix C: Information for Athletes and Their Parents

Dear Mr. and Mrs. Jones:

As you may be aware, your daughter is a member of the Park School Volleyball team.

As you scan the enclosed schedules, you will have a better picture of how demanding this is on your daughter's time.

Being accepted as a varsity team member requires high skill level, motivation, and a good deal of self-discipline. Frequently, the girls have made some sacrifices, such as quitting a part-time job, in order to participate. As an educator and coach, I firmly believe that developing camaraderie, loyalty, self-esteem, and self-discipline worthy of many sacrifices.

All the girls on the team are aware that school responsibilities come first and that good grades are to be maintained during the season. Poor or failing grades may result in suspension or dismissal from the team. If this should become a problem, I will be in contact with you.

Both your daughter and I require your support. At times we may ask you to assist with transportation, or perhaps just to attend one of our games.

If you have any questions or comments, please do not hesitate to call me at school (telephone _____) or at home (telephone _____).

Thank you for your cooperation. I hope to see you soon.

Yours truly,

Dear Parents:

As the coach of the _____ team, I am pleased to be working with your son/daughter at this time. I am sure that participation on the team will provide him/her with many benefits as well as skills: the opportunity to be a member of a group of peers and enjoy the social and educational benefits of meeting other athletes and facing the stress of competition.

Since he/she is representing _____ School, I expect his/her cooperation in the following:

1) An effort to keep grades at the level of previous averages and, if possible, improve them. Failure in class or poor attendance in class may mean dropping from the team.

2) An effort to follow rules of health for athletes--no smoking, drugs or alcohol. Any use of these during team activities while representing _____ School will end his/her career on the team immediately and may call for further disciplinary action by the school administration.

3) An effort to maintain an adequate diet and healthy sleeping schedule.

4) An effort to be well-dressed for team game days and during travel with the team as this is a time when the team members advertise their own program.

5) An effort to meet 100% of the practice times set and team activities arranged as this is the only way to build a team effort.

6) An effort in general to discipline himself/herself in such a manner as to be good citizen in school or community.

Consequences of Team Violations

Result of training violations: temporary suspension until the problem has been resolved.

Result of attitude problems: suspension from team until a change in an attitude has taken place.

Result of academic problems: one warning, then suspension until academic problems are resolved.

Result of trip violations: suspension from team member status until the problem has been resolved.

Result of school violations: suspension from team, and also appropriate penalty from school administration.

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If you have any questions about the team or its policies, please feel free to contact me. I will hope to see you at as many home games as possible, as I know that your attendance and interest is important to your son/daughter.

Team Guidelines

Our team will be called _____

Our team will consist of two co-captains, two managers and players with a qualified attitude.

Our team will practice twice a week - Monday 6:30 to 8:30
Tuesday 4:00 to 6:00

PLAYERS ARE EXPECTED:

1. to have an INTENSE DESIRE to improve their own skills and to learn as much as possible about the game of volleyball.

2. to attempt to perform at ALL times to the BEST of their individual abilities and do what is best for the TEAM.

3. to make a good academic effort during the time they are on our team.

4. to accept their own responsibilities and do their utmost to fulfill them.

5. to remember they are representing their team, their school and their community every time they are on a team trip or function.

6. to make team practices at noon or after school, except under unusual circumstances. If these circumstances should arise, the member will personally see their coach BEFORE practice time and explain the situation to him.

7. to discipline themselves and organize their time so that they CAN participate in the REGULAR training program, as top physical fitness and mental conditioning is essential.

Practice Policies

1. All practices will begin promptly at the scheduled starting time.

2. Any taping to be done is to be completed by the beginning of practice time.

3. Doors will be open 15 minutes before practice, and locked 5 minutes before practice time. Do not leave doors propped open for friends.

4. Spirit and enthusiasm through verbal communication are very important, in a practice and in a match. It is every player's responsibility to cheer others on constantly.

5. Players will take a break only when instructed to do so and will come promptly when called.

6. When working on drills, HUSTLE and CONCENTRATION are the key words.

7. If at any time during a drill a ball gets away from you, RUN and get it.

8. If you have any doubts as to your responsibilities, OR if something is bothering you, PLEASE come and see me. If you feel you cannot talk to me then do it through your captain. Do not wait for me to find out something about you from some one else. If you have made a mistake come and see me privately, by yourself.

IF YOU HAVE READ, AND UNDERSTAND ALL THE ABOVE CONDITIONS, AND ARE WILLING TO MAINTAIN THE ABOVE STATED POLICIES INDICATE SO BY GIVING ME YOUR WORD IN THE FORM OF YOUR SIGNATURE.

Appendix D: The Student Manager

The coach and staff that have good student managers are very fortunate. It is the student manager that handles the many details that make games, tournaments, and practice sessions flow more smoothly and operate more efficiently. The student manager is an important part of the team, should enjoy a high profile with players, administrators, and fans, and should be treated with respect by the coaching staff. It is up to the coaching staff to stress to the team that the manager is a vital element in the efficient operation of the team.

The trust and responsibility placed in the student manager may include such things as maintaining the keys to the equipment room and the gym areas, safekeeping the valuables, operating the team bank account and handling team finances, and looking after team equipment and inventory.

1. Selecting the Team Manager

   Selection of the student manager should be done with great care and consideration. It must be remembered that the selection of a student manager is not a popularity contest. The person chosen must be one who is dedicated and willing to work with the team. It may be a player who is not quite good enough to make the squad but still wants to become involved, or someone from the student body who wants to identify with the athletic program and contribute in her or his own way. It is a good idea to select both a junior and a senior manager so that there is a certain amount of overlap and continuity from year to year. The coach should make a checklist of the manager's duties and ensure that the manager understands them and how important they are. The student manager should also be recognized in post-season activities.

2. Duties of the student manager may include the following:

   a) assisting in drills;
   b) maintaining statistics;
   c) organizing team meetings;
   d) handling team bank accounts;
   e) working in practices as a timekeeper or scorer;
   f) assisting with equipment inventory;
   g) helping to ensure that media are aware of team programs and results;
   h) ensuring that the benches are prepared before games, including towels, water-bottles, etc.;
   i) ensuring that scoresheets are filled in properly;
   j) compiling a team scrapbook, including newspaper clippings, etc.;
   k) liaising with the student council and school booster clubs.

FOOTNOTES

1. American Association for Health, Physical Education, and Recreation, Athletics in Education: A Platform Statement (Washington: The Association, 1972), pp. 6-10.

2. Greyson Daughtery and John B. Woods, Physical Education and Intramural Programs (Toronto: W. B. Saunders, 1976), p. 358.

3. National Federation of School Athletic Associations, Game Plan for Athletics (Kansas City: The Federation, 1979), unpaginated.

4. Manitoba Physical Education and Recreation Committee (Frank W. Kennedy, Chairperson), "Physical Education and Recreation in Manitoba" (Winnipeg: Manitoba Department of Education, 1958), p. xvi.

5. Manitoba High Schools Athletic Association, By-Laws (Winnipeg: The Association, 1962), p. 1.

6. Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Phys. Ed. (New York: Appleton Century Crofts, 1967), p. 454.

7. Peter Roaf, "Liability," in Coaching Review (January/February 1981).

8. Mike McGreevy, "Litigation and the Coach," in Scholastic Coach (November 1980).

9. Voltmer and Esslinger, pp. 454-455.

10. Daniel D. Arnheim and Carl E. Klafft, Modern Principles of Athletic Training (St. Louis: The C. V. Mosby Co., 1969), p. 147.

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